



# Atlas-ti: An Introductory Workshop

## *Session 1: Approaching Qualitatively*

Day & Date: Monday 01/09/08 (9.30 – 10.30 a.m.)



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Research Week 2008

# Qualitative research: Traditional

- | **Interpretive v/s positivist traditions.**
- | **The positivist: based on assumptions that truths can be explained and predicted; and holds the belief in objectivity guided by the quantitative methodology** (Lee, 1992)
- | **The interpretive: based on the belief that human beings create meanings that could be observed and studied through qualitative inquiries** (Silverman, 2000).
- | **Qualitative researchers espouse a constructivist ontological view of the world** (Broom, 2005).

# Qualitative research: A New Era

- | **Beyond exploratory**
- | **Qualitative: gaining recognition in domains traditionally inclined to more positivistic methods** (Altride-Stirling, 2001; Barnes et al., 1999; Black, 1996).
- | **Quant. & Qua: Mutually exclusive**
- | **N.B. quant. and qua. views added together do not provide a total view of the reality** (Lee, 1992).

# Qualitative Data

- | **Structured text** (writings, narratives, official documents, articles, etc).
- | **Unstructured text** (transcriptions, interviews, focus groups, conversations, memos)
- | **Audio recordings** (Interviews, discussions, conversations, music)
- | **Video recordings** (Films, Documentaries, as above)
- | **Others** (graphics, pictures, visual designs)

# Qualitative Data: Collection

- | **Personal Interviews** (Struc. Semi-Struc, Unstructured)
- | **Group Interviews/Discussions**
- | **Observations** (Part or Non-Part)
- | **Narratives** (Oral or Written)
- | **Photographic Evidence**
- | **Video-Evidence**
- | **Secondary Data** (Docs, Diaries, Newspapers, Articles)

# Qualitative Data: The Challenges

- | Amount of Data
- | Formats of Data
- | Data Reduction
- | Types of Analysis
- | How to proceed
- | Data presentation
- | Ensure for Rigour

# Qualitative Data: Types of Analysis

- | **Content Analysis**
- | **(Critical) Discourse Analysis**
- | **Thematic (Thematic Network) Analysis**
- | **Grounded Theory Analysis**
- | **Interpretative Phenomenological Analysis (IPA)**

# Content Analysis

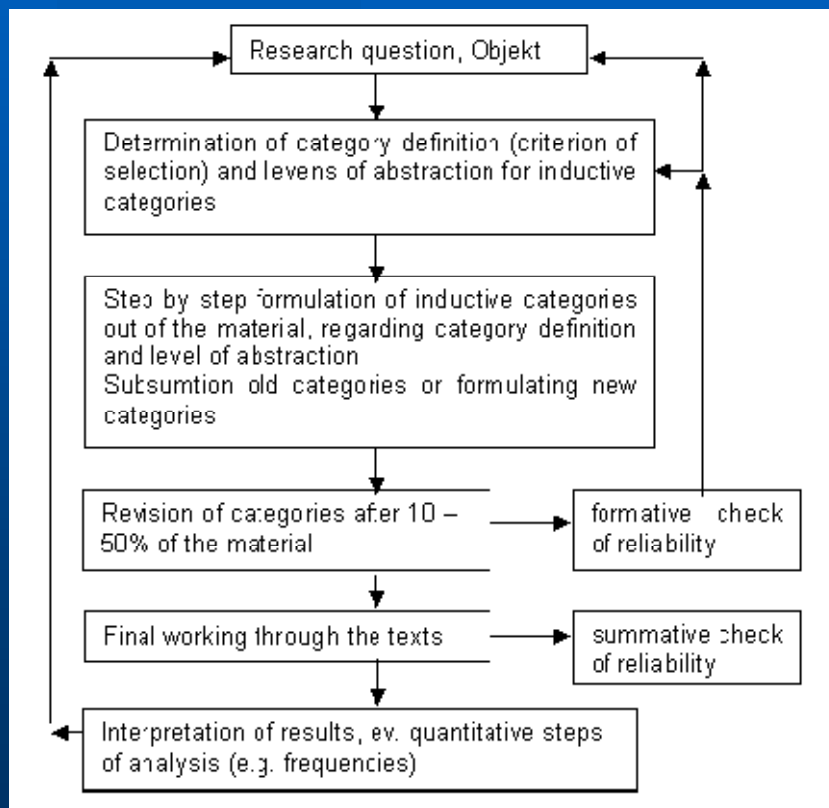
- Most common notion: a content analysis simply means doing a word-frequency count (Stemler, 2001)
- Compressing many words of text into fewer content categories based on explicit rules of coding
- E.g.

	Thick Categories	Thin Categories
What are NMDGS?	<ul style="list-style-type: none"><li>No idea (16)</li><li>Poverty Alleviation (12)</li><li>Education (12)</li><li>Health (11)</li><li>Citizens' welfare (10)</li></ul>	<ul style="list-style-type: none"><li>HIV/AIDS (5)</li><li>Drug and alcohol reduction (5)</li><li>Environment Protection (3)</li></ul>
Contributions to NMGDs?	<ul style="list-style-type: none"><li>Community Empowerment (28)</li><li>Education (18)</li><li>No idea (16)</li></ul>	<ul style="list-style-type: none"><li>Drug/offenders Rehabilitation (8)</li><li>Good governance (5)</li></ul>
Ways the FCSW might effect contribution towards NMDGs?	<ul style="list-style-type: none"><li>No idea (24)</li><li>Capacity-building (14)</li></ul>	<ul style="list-style-type: none"><li>Liking policies with fieldwork (5)</li></ul>

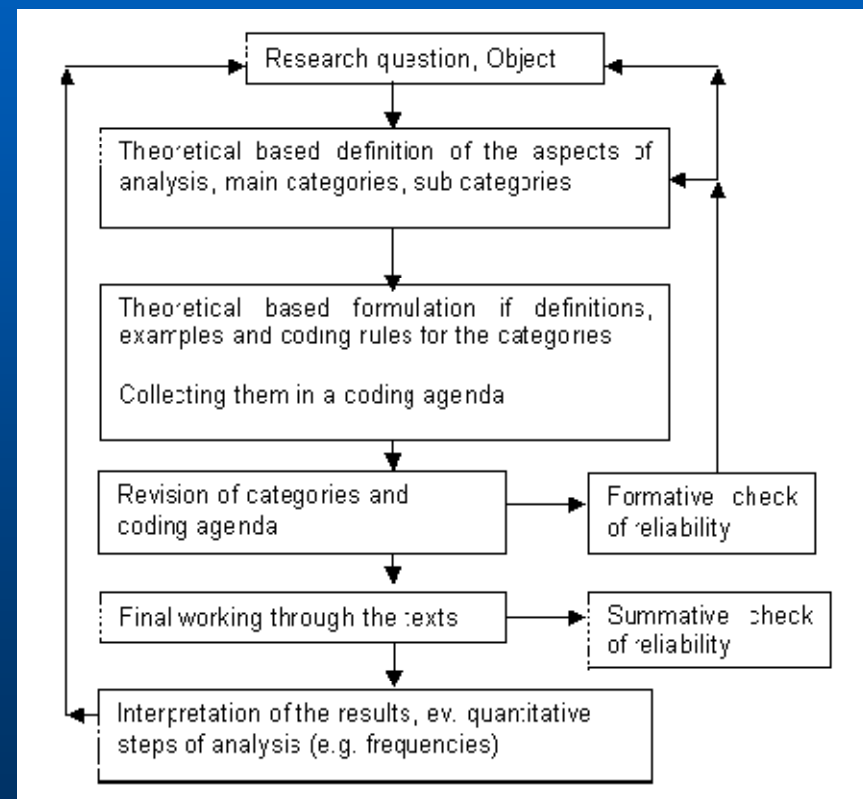


# Content Analysis (Cont.)

Mayring (2000: 11 & 14)



*Inductive Process*



*Deductive Process*

# (Critical) Discourse Analysis

- | **Discourse refers “to the manner in which individuals and institutions communicate through written texts and spoken interaction”** (Lupton, as quoted in Horsfall and Cleary, 2000: 1292)
- | **DA examines ways in which knowledge and meanings are socially constructed** (Gee and Green, 1998).
- | **Critical DA: making a critical analysis of the use of language and the reproduction of dominant ideologies (belief systems) in discourse (as a group of ideas or patterned way of thinking which can be identified both in textual and verbal communications and located in wider social structures)** (Lupton 1992, Horsfall and Cleary, 2000).

# Thematic (Them.-Network) Analysis

Thematic analysis is a method for identifying, analysing and reporting patterns (themes) within data (Braun and Clarke, 2006).

•Attride-Stirling (2001: 387) writes: “Thematic analysis seek to unearth the themes salient in a text at different levels, and thematic networks aim to facilitate the structuring and depiction of these themes”.

## ANALYSIS STAGE A: REDUCTION OR BREAKDOWN OF TEXT

### Step 1. Code Material

- (a) Devise a coding framework
- (b) Dissect text into text segments using the coding framework

### Step 2. Identify Themes

- (a) Abstract themes from coded text segments
- (b) Refine themes

### Step 3. Construct Thematic Networks

- (a) Arrange themes
- (b) Select Basic Themes
- (c) Rearrange into Organizing Themes
- (d) Deduce Global Theme(s)
- (e) Illustrate as thematic network(s)
- (f) Verify and refine the network(s)

## ANALYSIS STAGE B: EXPLORATION OF TEXT

### Step 4. Describe and Explore Thematic Networks

- (a) Describe the network
- (b) Explore the network

### Step 5. Summarize Thematic Networks

## ANALYSIS STAGE C: INTEGRATION OF EXPLORATION

### Step 6. Interpret Patterns

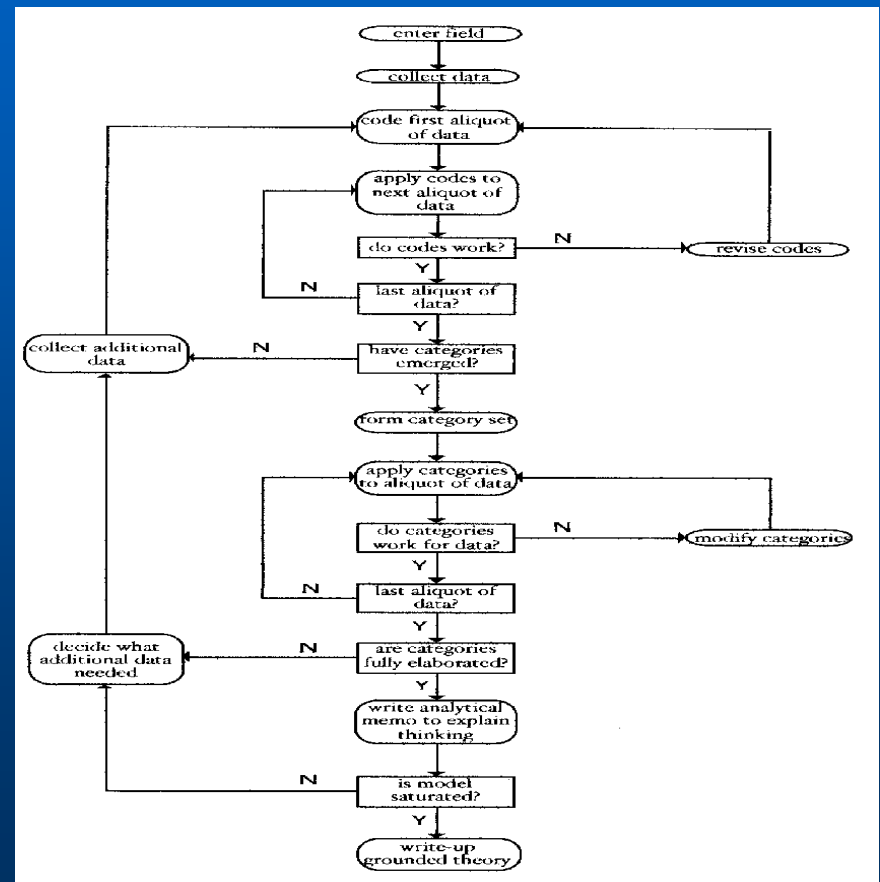
# Grounded Theory Analysis

- | GT is considered to be both a research technique and a method of data analysis
- | A central feature of grounded theory is its method of constant comparative analysis in that data collection and analysis occur simultaneously and each item of data is compared with every other item of data.
- | A central tenet of qualitative research is therefore early data analysis whilst data collection continues (Endacott, 2005).

# GTA (Cont.)

- Locke (2001) identified three broad steps necessary to conduct qualitative research using the grounded theory approach:

- (1) theoretical sampling,
- (2) constant comparison, and
- (3) composing theoretical elements.



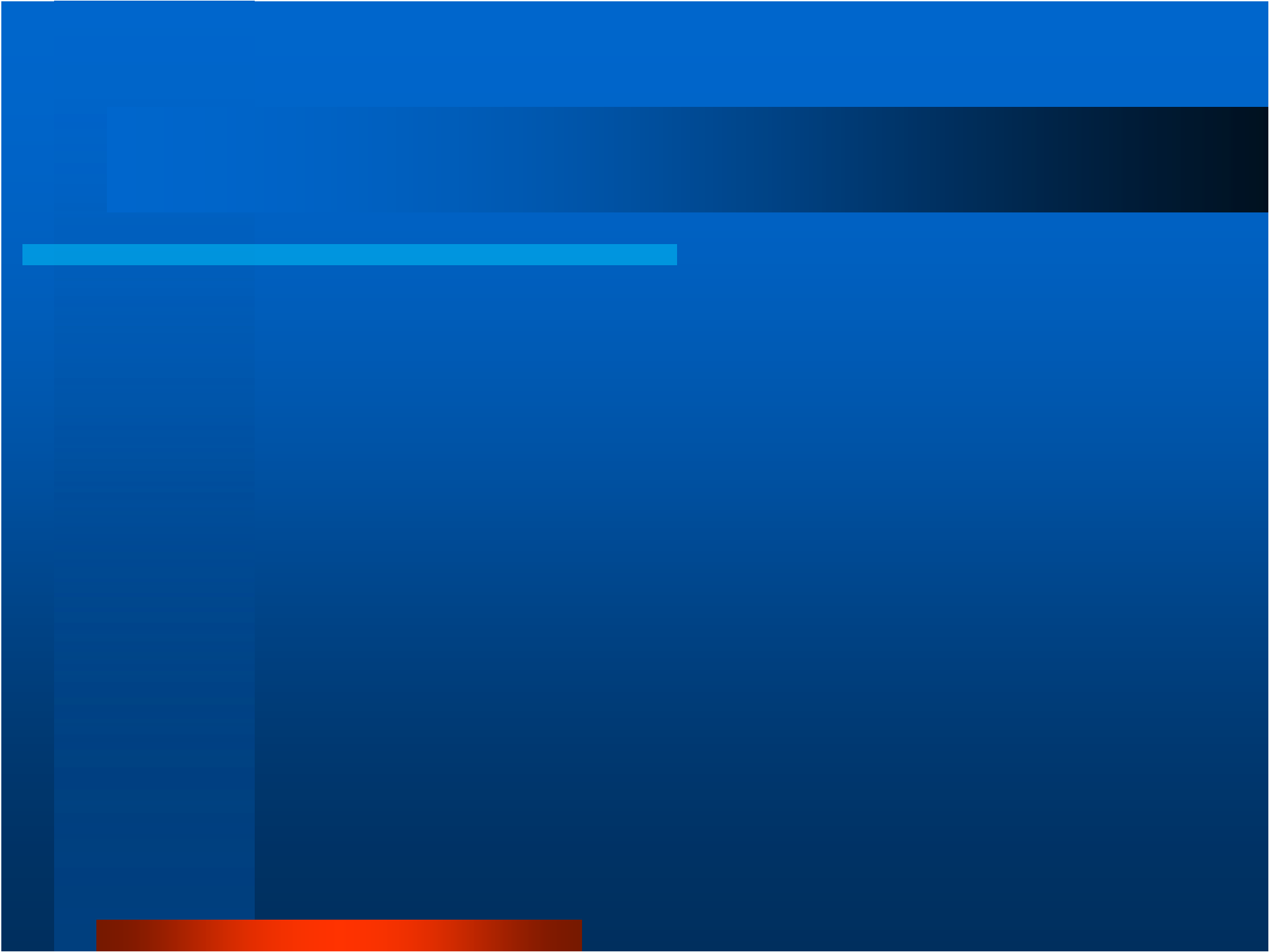
Source: Taber (2000: 472)

# IPA

- | **Recently developed** (Psychology, Social Work, Development Workers)
- | **Individual's experience and how individuals themselves make sense of their experiences** (Terminal Illness, Criminals, Poverty etc)
- | **Analysis Process:**
  1. Take Individual Case: 1 by 1
  2. Systematic search for themes in Case 1
  3. Forge connections between themes,
  4. Then move across case
  5. Establishment of super-ordinate themes
  6. Narrative account: elicited themes supported by verbatim extracts from participants

# References

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# Atlas-ti: An Introductory Workshop

## *Session 3: Atlas-ti 5.0: concepts and features*

Day & Date: Monday 01/09/08 (11.45 –12.30 )



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# Introduction

- | **Manson (1996, p.7) describes qualitative data analysis as “a range of techniques for sorting, organising and indexing qualitative data”.**
- | **Qualitative data analysis is often a time consuming and laborious process involving the management of large quantities of textual data (Smith and Short, 2001)**
- | **Broom (2005, p.7) opines: “The process of qualitative data analysis is a difficult skill to develop. It is a skill that comes from rigorous, high quality social science training and experience”.**
- | **CAQDAS allowed for more rapid, rigorous and scientific qualitative data analysis.**

# Atlas-ti

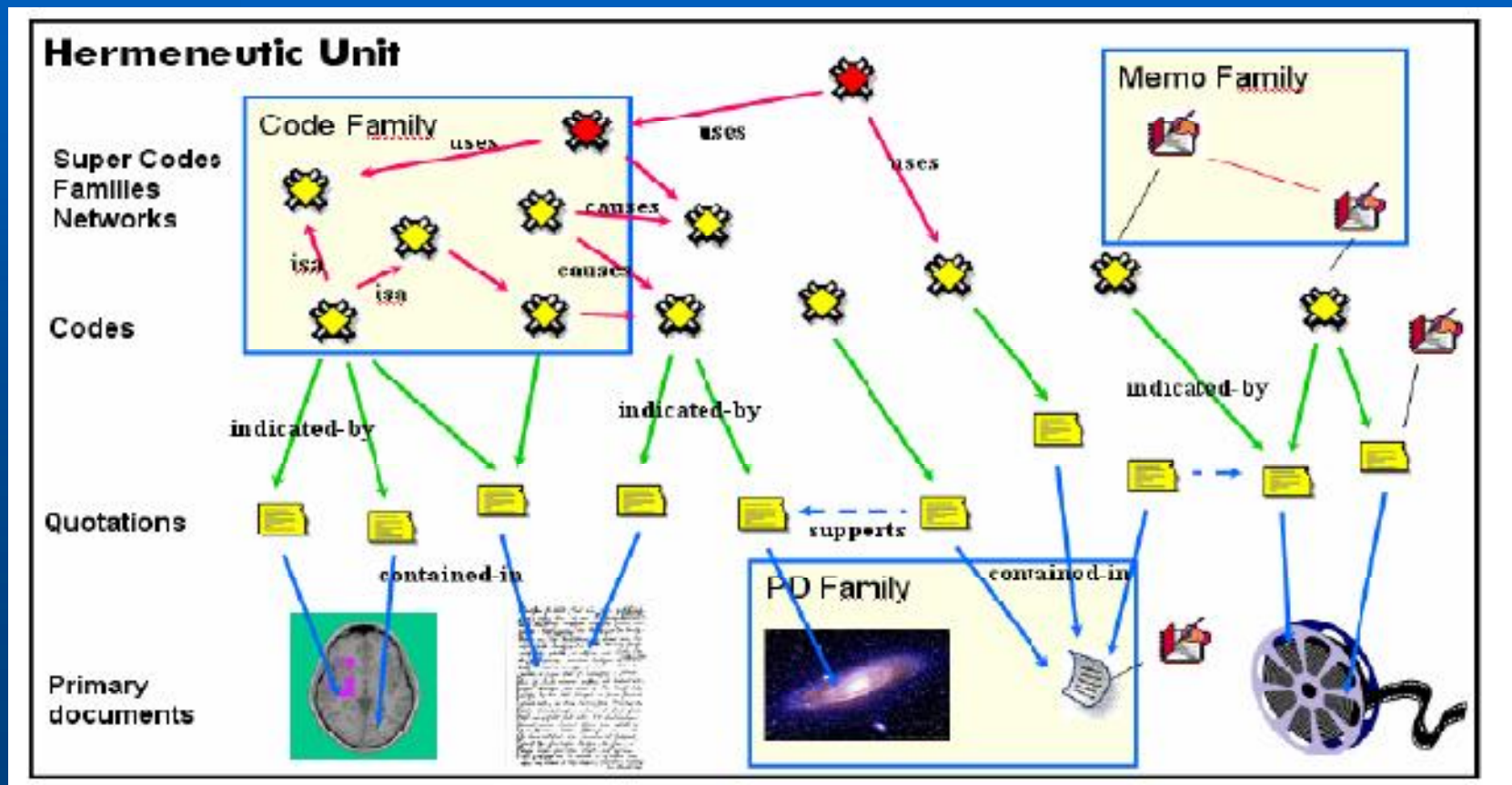
- | **ATLAS.ti: powerful workbench for analysis of large bodies of textual, graphical, audio, and video data** (Atlas-ti, 2004).
- | It helps you manage, extract, compare and explore the data within your texts which has a meaning for your analysis.
- | **Atlas-ti (2004): The main principles of the ATLAS.ti**
  - **Visualization:** think, plan, and approach solutions in creative, yet systematic ways
  - **Integration:** integrate all pieces that comprise a project
  - **Serendipity:** an intuitive approach to data (discovery)
  - **Exploration:** constructive activities like theory building

# Essential Concepts in Atlas-ti 5.0

## I (Atlas-ti, 2004)

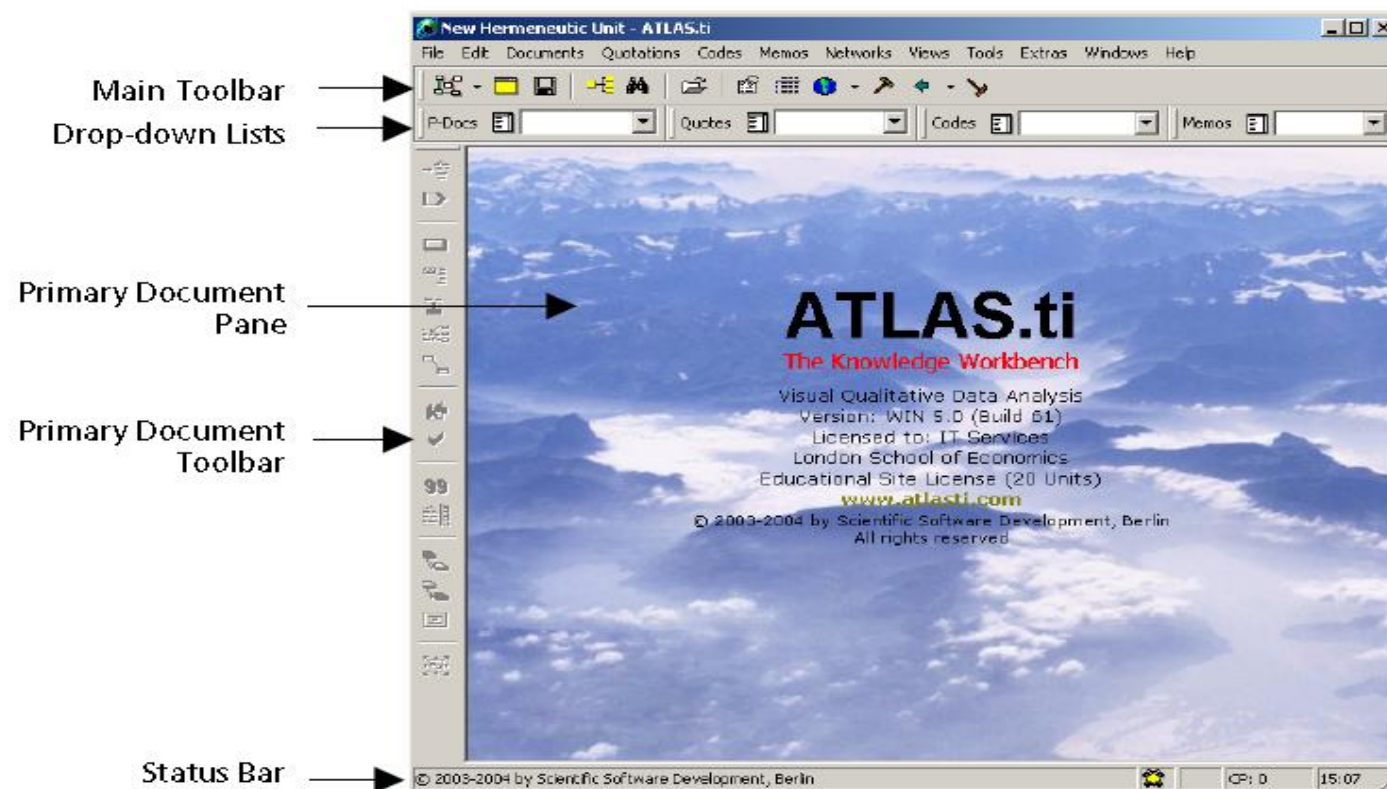
- Hermeneutic Unit: Your main workspace in ATLAS.ti.
- Primary documents: the text, graphical, audio, and/or video materials
- Coding (open, by list, in vivo): capture meaning in the data.
- Quotation (Text, Graphics, Multimedia): a segment from a PD
- Memos: Capture your thoughts regarding the text
- Families: Families are a way to form clusters of PDs, codes, and memos
- Networks: They allow you to conceptualize the structure by connecting sets of similar elements together in a visual diagram

# Atlas-ti: The HU



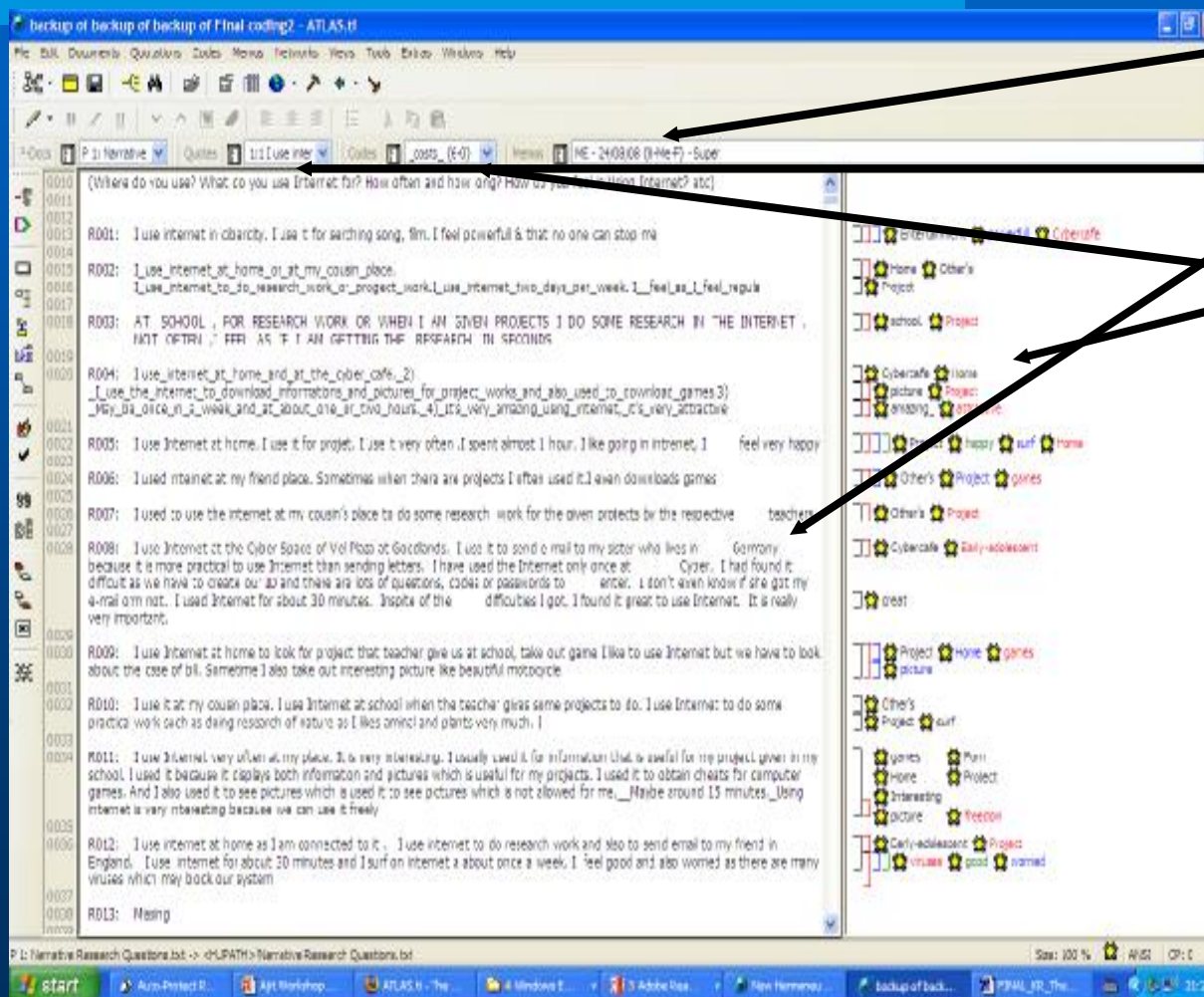
Source: Atlas-ti, 2004: 29

# Atlas-ti: The Workspace





# Atlas-ti: Example with Text Docs



*Memo*

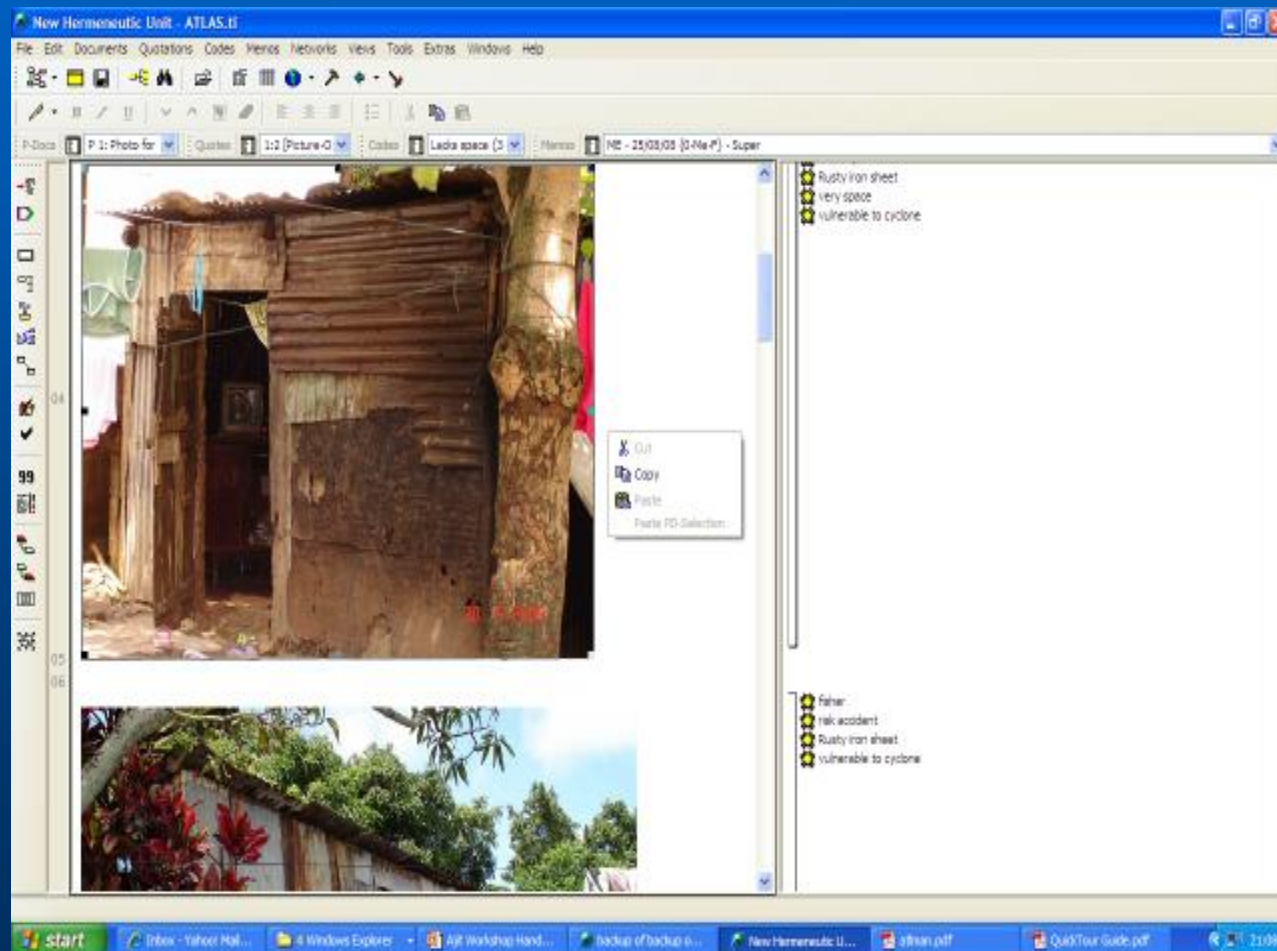
*Quotations*

*Codes*

Red: Groundedness (the number of quotations to which they are linked)

Blue: Density (the number of other codes connected)

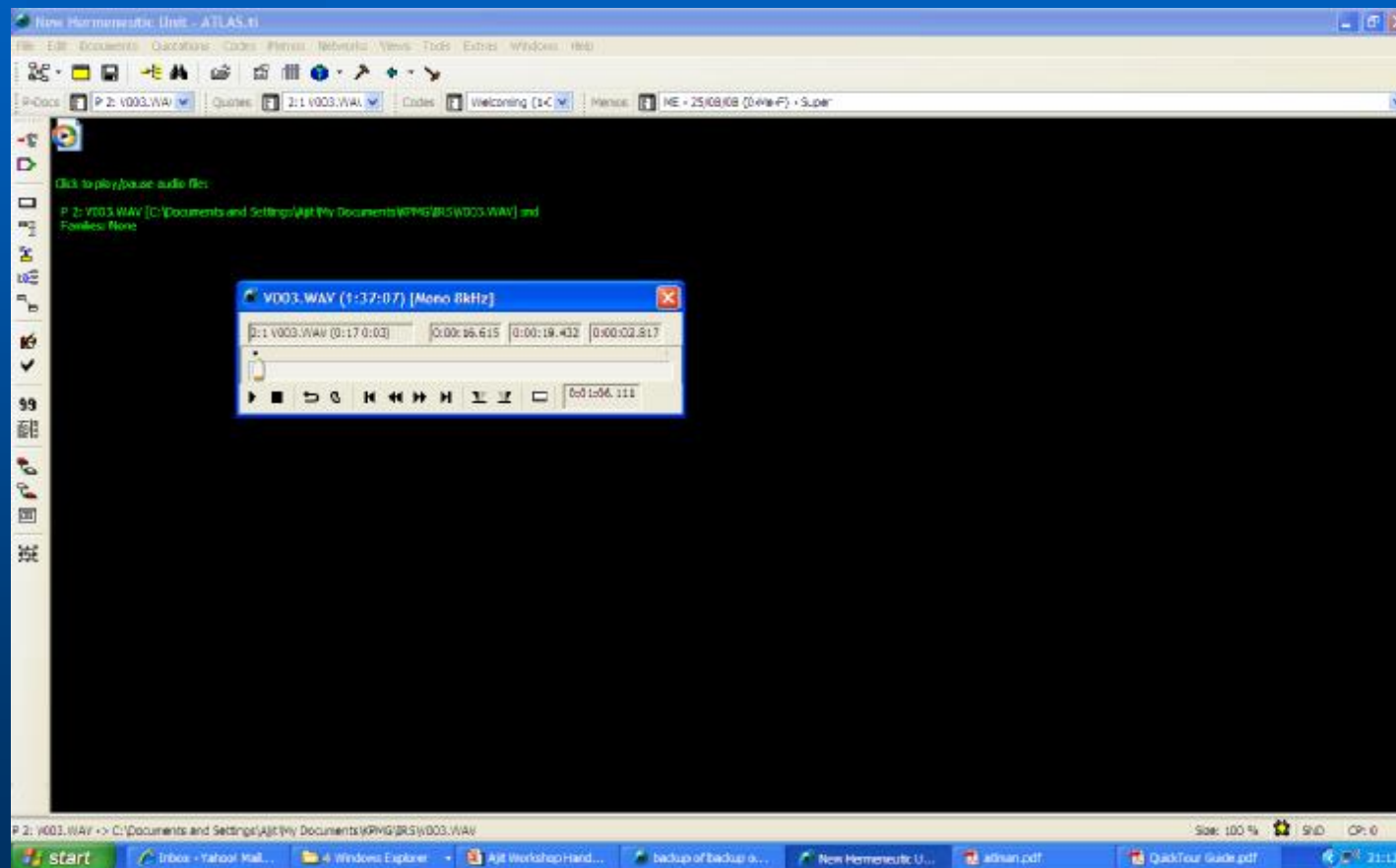
# Atlas-ti: Example with Photo. Docs



Source: Rambaree (2008)



# Atlas-ti: Example with Audio Docs

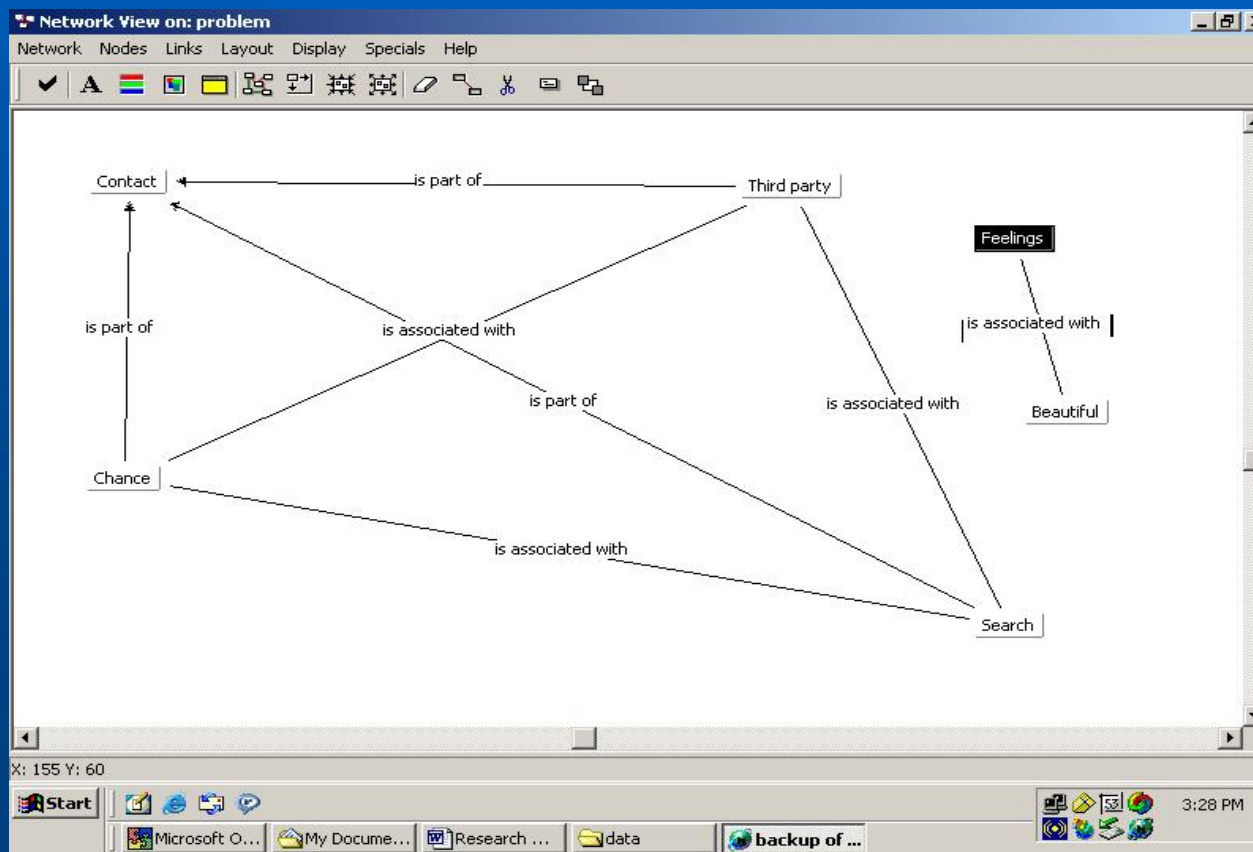


# Atlas-ti: Example with Audio Docs

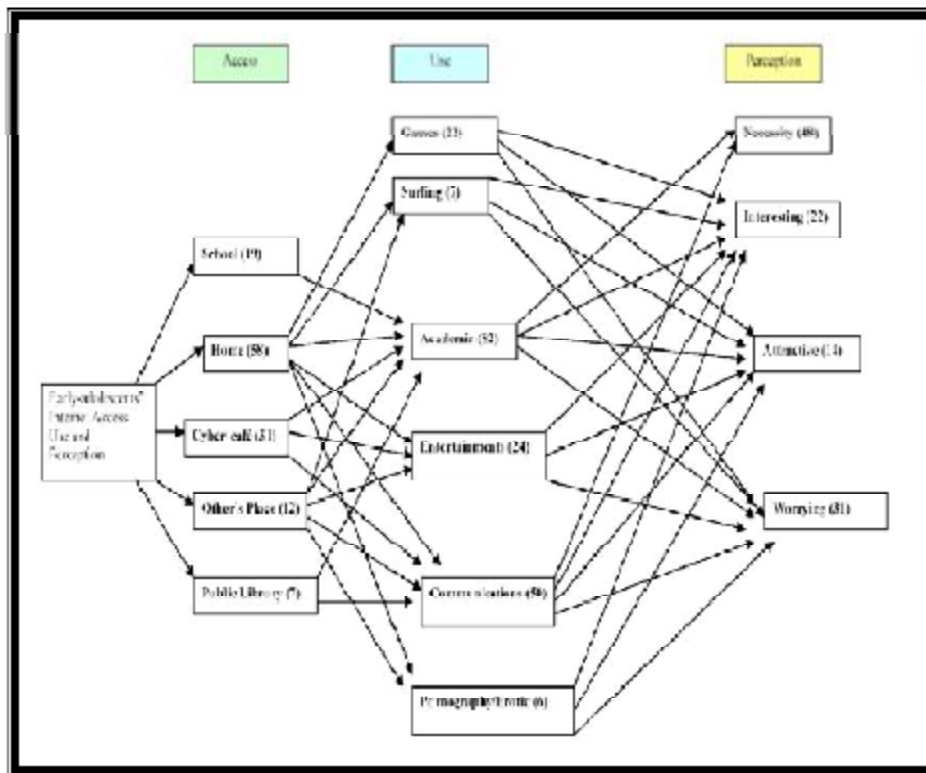


Source: Atlas-ti (2004)

# Atlas-ti:Example Networking



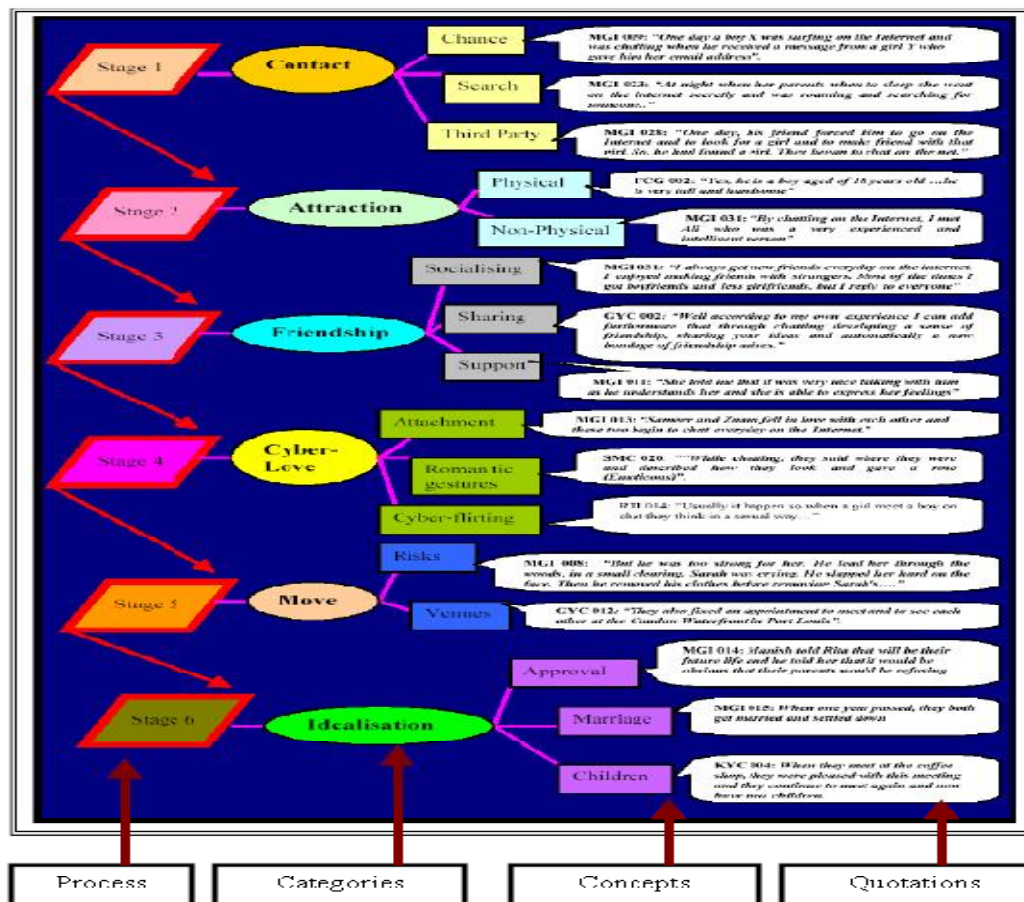
# Atlas-ti: Thematic Network



*Thematic Analysis  
of Use, Access, and  
Perceptions of the  
Internet by the  
Early Adolescents*

# Atlas-ti: Grounded Theory

## Internet-mediated Dating Pattern of Early Adolescents in Mauritius



Source: Rambaree (2007)